

F556  
1875

THIRD ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE,  
OF THE  
CITY OF FITCHBURG, MASS.

*For the Year ending December, 1875.*



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FITCHBURG:

PRINTED AT THE OFFICE OF PIPER & BOUTELLE.

1875.



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1875.

At a meeting of the School Committee, held December 6th, 1875, it was voted:

To instruct the Superintendent to report in print, and that the report be published with the other City documents as the report of the School Committee.

JOSEPH G. EDGERLY,  
*Secretary.*



379.744

F556

1875

# CITY OF FITCHBURG SCHOOL DEPARTMENT.

## Organization for 1875.

HON. EUGENE T. MILES, Mayor, *Ex officio* Chairman.

HON. HIRAM A. BLOOD, *vice* Miles resigned.

ELI CULLEY, President of the Common Council, *Ex officio*.

|         |  | Term Expires.   |
|---------|--|-----------------|
| Ward 1. | { Charles Mason,                                 | December, 1875. |
|         | { C. W. Emerson,                                 | December, 1876. |
|         | { H. D. Jillson, <i>vice</i> Emerson resigned. " |                 |
|         | { William A. Hardy,                              | December, 1877. |
| Ward 2. | { George Raymond,                                | December, 1875. |
|         | { John Phillips,                                 | December, 1876. |
|         | { George E. Tucker,                              | December, 1877. |
| Ward 3. | { George Jewett,                                 | December, 1875. |
|         | { David H. Merriam,                              | December, 1876. |
|         | { C. H. B. Snow,                                 | December, 1877. |
| Ward 4. | { George Robbins,                                | December, 1875. |
|         | { Ebenezer Bailey,                               | December, 1876. |
|         | { Thomas S. Blood,                               | December, 1877. |
| Ward 5. | { John M. Graham,                                | December, 1875. |
|         | { Samuel L. Graves,                              | December, 1876. |
|         | { Harris C. Hartwell,                            | December, 1877. |
| Ward 6. | { C. M. Foley,                                   | December, 1875. |
|         | { Edward Dwyer, <i>vice</i> Foley resigned.      |                 |
|         | { Ephraim Whitman,                               | December, 1876. |
|         | { I. C. Wright, <i>vice</i> Whitman resigned.    |                 |
|         | { Natt Cowdin,                                   | December, 1877. |

E. A. HUBBARD, Superintendent and Secretary of the Board.

JOSEPH G. EDGERLY, *vice* Hubbard resigned.

## REPORT OF THE SCHOOL COMMITTEE.

## STANDING COMMITTEES.

## RULES AND REGULATIONS.

Thomas S. Blood, Chairman,  
 Wm. A. Hardy, George Raymond.  
 D. H. Merriam, John M. Graham.  
 Natt Cowdin, Superintendent.

## SCHOOL HOUSES.

D. H. Merriam, Chairman.  
 Charles Mason, George E. Tucker,  
 Ebenezer Bailey, S. L. Graves,  
 Ephraim Whitman.

## BOOKS AND APPARATUS.

Superintendent, Chairman.  
 C. W. Emerson, George Raymond,  
 George Jewett, Ebenezer Bailey,  
 H. C. Hartwell, C. M. Foley.

## EXAMINATION OF TEACHERS.

Superintendent, *Ex. officio*, Chairman.  
 C. W. Emerson, John Phillips,  
 Thomas S. Blood, C. H. B. Snow,  
 H. C. Hartwell, C. M. Foley,

## FINANCE.

Hon. Eugene T. Miles, Mayor, Chairman.  
 Eli Culley, President of the Common Council.  
 C. H. B. Snow, J. M. Graham,  
 Ebenezer Bailey, Superintendent.

## ASSIGNMENT OF VISITING COMMITTEES.

Charles Mason, Chairman.  
 John Phillips, George Jewett,  
 Thomas S. Blood, S. L. Graves,  
 Ephraim Whitman.

PRUDENTIAL COMMITTEE.

D. H. Merriam, Chairman.

George E. Tucker,

George Robbins.

Superintendent.

MUSIC AND DRAWING.

S. L. Graves, Chairman.

Wm. A. Hardy,

George Raymond.

George Jewett,

Thomas S. Blood.

Natt Cowdin.

VISITING COMMITTEES.

HIGH SCHOOL.

Charles Mason, Chairman.,

John Phillips,

C. H. B. Snow,

Thomas S. Blood,

S. L. Graves,

Ephraim Whitman.

GRAMMAR SCHOOLS.

High Street. { George Jewett,  
D. H. Merriam,  
J. M. Graham,

Day Street. { Thomas S. Blood,  
Ephraim Whitman,  
H. C. Hartwell,

W. Fitchburg. { Geo. Raymond,  
Geo. E. Tucker,  
C. W. Emerson.

## INTERMEDIATE SCHOOLS.

High Street—D. H. Merriam, Ebenezer Bailey.  
Day Street—H. C. Hartwell, S. L. Graves.  
South Street—Charles Mason.  
Middle Street—Natt Cowdin, C. M. Foley.  
South Fitchburg—Wm. A. Hardy.  
East Street—Ephraim Whitman.  
West Street—George Raymond.  
Rockville—George E. Tucker.  
Wachusett—George E. Tucker.

## SECONDARY SCHOOLS.

High Street—George Jewett.  
Day Street—H. C. Hartwell, C. W. Emerson.  
South Street—Charles Mason.  
Middle Street—C. M. Foley, Natt Cowdin.  
West Street—George Raymond.  
South Fitchburg—William A. Hardy.

## PRIMARY SCHOOLS.

High Street, A—Ebenezer Bailey.  
High Street, B—George Jewett.  
Day Street, A—C. W. Emerson.  
Day Street, B—Thomas S. Blood.  
Day Street, C—John M. Graham.  
South Street, A & B—Charles Mason.  
Middle Street, A—C. M. Foley, Natt Cowdin.  
Middle Street, B—Natt Cowdin.  
South Fitchburg—William A. Hardy.  
East Street—Ephraim Whitman.  
West Street—John M. Graham.  
Wachusett—Ebenezer Bailey.  
Rockville—George E. Tucker.



## UNGRADED SCHOOLS.

Mt. Flam—C. H. B. Snow.

Woodbury—Ebenezer Bailey.

West Fitchburg—John Phillips.

Page—John Phillips.

Dean Hill—Wm. A. Hardy.

Caswell—S. L. Graves.

Pearl Hill—H. C. Hartwell.

High Street—D. H. Merriam.



# REPORT.

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*Gentlemen of the School Committee :*

In accordance with your regulations I submit to you my first report. As I have been connected with the schools a few months only, it will not be expected that I should make an extended report upon the condition of the schools. I can only speak of them in a general way and consider a few questions relating to their management.

During the past year forty-one different schools have been maintained, employing on an average fifty-one teachers, besides the special teachers in Drawing, Singing and Writing.

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## SCHOOLS AND TEACHERS.

The following list contains the names of teachers the past year.

### HIGH SCHOOL.—HIGH STREET.

Principal, Ruel B. Clark, 3 terms,  
Ray G. Huling, 1 term.

Assistants, Benjamin F. Brown,  
H. P. Armsby, 3 terms,  
William K. Bailey, 3 terms,  
Albion N. Marston, 1 term,  
Emory A. Hartwell, 1 term,  
Mary E. Lane,  
Myra B. Richardson, 3 terms,  
Ella U. Normandy, 1 term,

## GRAMMAR SCHOOLS.

## HIGH STREET.

Principal, Fred W. Eveleth, 3 terms  
Charles G. Stearns, 1 term.  
Assistants, Emily Metcalf, 3 terms,  
Nellie F. Livermore, 3 terms,  
Mattie E. Goodrich, 1 term,  
Addie Goodrich, 1 term,  
Georgie H. Damon.

## DAY STREET.

Principal, Caroline J. Dresser,  
Assistants, Eliza A. Kendall,  
Ellen E. Armes,  
Sarah F. Wright,  
E. D. Whitney,  
Georgie A. Higgins 1 term,

## WEST FITCHBURG.

Principal, Charles K. Sawyer.  
Assistant, Abbie A. Whittemore.

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## INTERMEDIATE SCHOOLS.

High Street—Sarah E. Hayden, Lizzie A. Downe,  
Day Street—Mary E. Hilton,  
South Street—Clara D. Hosmer,  
Middle Street—Lizzie M. Nolan.  
South Fitchburg—Sara J. Barber,  
East Street—Lois W. Leach, 3 terms, Winnifred Marvle, 1 term,  
Rockville—Addie H. Chase,  
Wachusett—Helen F. Moore.



## SECONDARY AND PRIMARY SCHOOLS.

High Street—Alice F. Hayes.  
Day Street—Elizabeth W. Osborne,  
Day Street—Carrie G. Brewster,  
South Street—Maria A. Woodbury,  
Middle Street—Josie Reynolds,  
South Fitchburg—Emma G. Knapp,  
East Street—Nellie G. Weston,  
West Street—Lizzie L. Lamb,  
Rockville—Ida F. Damon,  
Wachusett—Clara L. Tenney,  
High Street—Florence W. Stevens,  
High Street—S. Ada Blood,  
Day Street—Hattie A. Frair, 3 terms,  
Day Street—Amy C. Johnson, 1 term,  
Day Street—E. La Mira Estabrook,  
South Street—Mary E. Downe,  
South Street—E. Isadore Wells,  
Middle Street—Fannie P. Browning, 2 terms,  
Middle Street—Clara A. Bernard,  
Middle Street—Eva Jewett, 2 terms,  
South Fitchburg—Sarah M. Cushing.  
West Street—Nancy R. Phillips.

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## UNGRADED SCHOOLS.

Mt. Elam—Mary E. Choate.  
Woodbury—Helen E. Woodbury, 3 terms.  
Abbie J. Wheeler, 1 term.  
W. Fitchburg—Hattie Smith, 3 terms.  
Carolyn I. Works, 1 term.  
Dean Hill—Nellie Gray, 2 terms.  
Carolyn I. Works, 1 term.  
Abbie J. Wheeler, 1 term.

J. Page Dist.—Ella S. Wright, 1 term.

Hattie Smith, 1 term.

No school Winter and Spring terms.

Caswell Dist.—Ella F. Caswell, 1 term.

In session Fall term only.

Pearl Hill—Mary E. Whittemore.

High Street—Nellie M. Fernald, 1 term.

In session Winter term only.

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### SPECIAL TEACHERS.

Singing—John Ord, Jr.

Writing—N. H. Whitney, 3 terms.

Nellie F. Livermore, 1 term.

Drawing—M. Louise Haskell, Winter term.

Ella A. Norcross, Fall term.

### TERMS AND VACATIONS.

A change was made commencing with the present term, so that there are to be three terms a year as follows:

The first term begins the Monday preceding the fifth day of September and continues sixteen weeks, followed by a vacation of two weeks. The next term begins in January, continues twelve weeks, and is followed by a vacation of two weeks. The third term begins in April and continues twelve weeks, at the close of which there will be the long vacation of eight weeks.

### GRADING OF THE SCHOOLS.

Among the various questions connected with the graded schools concerning which there is much discussion at the present time, are those of examinations, promotions, and the amount of work to be done in the several grades. It is charged that the graded system is not accomplishing so much for the pupils as it should; that on account of the system of examinations and promotions, many of our common schools are not

allowing a large number of pupils to enjoy the full benefit of such schools.

As this question is regarded of such vast importance, it may not be inappropriate to consider it in this report. At the present time promotions are made—in many places—twice a year. This is the plan now adopted in some places, where a few years ago they were made but once a year. Some cities have adopted the plan of making such transfers of pupils three or four times a year. On the other hand, some places adhere to the practice of annual promotions.

I am decidedly in favor of semi-annual promotions, in all grades below the High School, and would recommend that the course of study in our schools be revised with that end in view.

This plan gives a better opportunity to classify and grade the schools. The plan of annual transfers gives but little opportunity for individual promotions, as a whole year's difference between one class and the next above it is too great a step for most pupils, even if they are scholars of great ability and have outstripped their classmates. In all schools there will be pupils who can perform much more labor than is required by the course of study, as that must be arranged for the average of the school. Where the classes are but six months apart, many can gain an extra promotion thus enabling them to complete the course in less than the prescribed time.

It is a serious charge against the system of graded schools, that it cramps those pupils who are able to perform more than the ordinary amount of labor, compelling them to plod along with those who, on account of irregularity of attendance, inattention to duty, sickness, and various other causes, are unable to progress very rapidly. The interval between the classes is too great to allow pupils to be promoted individually, and the brighter and better ones must remain in classes where they have not enough work to do to occupy their time. This is injurious, for pupils do not study to the best advantage, unless they feel the need of effort.

Those who without much effort, can perform the labor imposed upon the class, who have not sufficient employment in the work of the class,



lose their interest in school work, form habits of idleness, and on account of their restlessness, injure the discipline of the school.

The system is unjust to those pupils who are obliged to be out of school for some weeks or months. Such pupils on their return to school find themselves unable to proceed with their classes and are obliged to fall back into the next lower class, where for at least half of the year the lessons are the same as they have studied within the year. Should they return to their own classes they find they have lost too many lessons to be able to regain their standing. Many pupils thus become impatient or discouraged and leave school altogether. This is one reason why so many pupils fail to complete the prescribed course, a reason why so many are withdrawn at an early age.

The method of examining and promoting has much to do with efficiency of the schools and the number of pupils who attend. While promotions to the High School, for instance, depend entirely upon one examination at the close of the year, many worthy pupils are likely to be excluded from the higher grade, while on the other hand some who have been negligent, *happen* to obtain the required per cent and "pass."

The question arises "How shall promotions be made if not by test examination." In all classes there will be those who will progress faster than the class as an average; there will be those who excel in some department, provided they have the opportunity. An objection is urged that the regularity of a school is disturbed by frequent promotions. Many pupils who are obliged to labor where they become impatient, would make fair scholars if encouraged to work in some directions.

If promotions are made by classes it frequently gives some idle, careless ones, the same advantage that others who are faithful and industrious possess, sometimes even placing a premium on shirking and indolence. Again it is very difficult to designate in figures the results of an examination, to say that one scholar who has obtained 60 per cent shall be admitted to a higher grade, and one who has obtained  $59 \frac{3}{4}$  shall not be promoted. It may be that the rank of the scholar was brought below the required standard by the misspelling of a single word;



the failure to name some cape, or bay, or mountain in Asia ; an error in relation to the number of Americans killed at the battle of Eutaw Springs ; the neglect to give the rule for the possessive case ; a mistake in division, or some such slight error.

Written examinations are profitable in all grades, from the highest to the lowest, but they are not to be regarded as the only test of the school work, but rather as means used to increase the efficiency of the schools. One or two examinations cannot determine a pupil's fitness for promotion. The entire work of the year must be taken into account, the *general* rank of the pupils, their habits of study, their ability to do the work of the next higher grades. If there is to be one set examination at the close of the year, and the result at that time obtained, is to be the test of promotion, the work of the school will be directed towards that examination and many pupils will not study much until the close of the year, and then endeavor to make up for lost time, while gliding superficially over the studies of the year. There is too much studying merely for the purpose of passing an examination, too much teaching in the same direction.

Teachers are too much cramped in their labors, for they know too well that they will be judged by the readiness with which their pupils can give the names of lakes and rivers ; names of generals ; dates of battles ; rules for the extraction of cube root, and for averaging accounts ; spell a list of words containing from four to six syllables each. They cannot give as much time to some studies as they ought, and the tendency is to compel both teachers and pupils to become mere machines. Thus the duty of a teacher is simply to hear recitations and drill the pupils so that they shall obtain a high per cent.

Instead of this, pupils should learn how to study, how to acquire, how to retain, how to do a thing, and the best method of doing it. Many things learned for the final examination are soon forgotten, simply because they are learned for that examination. Let it be borne in mind that this plan of learning and soon forgetting weakens the memory.

To remedy these evils, committees and superintendents must watch the progress of schools from day to day, rather than be content with

one examination at *the close of the year*. It has been well said "To do to-day's work rightly, not to prepare for some future ordeal, is the only possible standard in the teaching of children. That is the best school which does the best work for each boy, and makes the most of him. The teacher who aims at this may suffer in his percentages, but he does the best work, and the results will be seen in the future of the boy--too far off to parade at a public examination. This careful study of each scholar, in the firm faith that there is in him a great capacity to be developed, accomplishes a good that cannot be estimated in 'standing' or weighed by any fixed scale. While a system of marking is of value in determining to what extent pupils are familiar with text-books prescribed in a course of study, it is by no means an infallible test of the amount of education the scholar has received."

Teachers must not be compelled to labor with the single purpose of seeing how many pupils can answer a few questions which are to be submitted at the close of the term. Let teachers labor so that the pupils may understand the subjects taught, and be able to express their views on those subjects.

No one theory or plan can be laid down which can be rigidly followed. The every day work of the schools must be regarded, and this work will be better done if it is understood that it is to be the test of the progress of the school.

Sound judgment and good sense are requisite qualifications in teachers and examiners.

I trust that in all our schools from the highest to the lowest there will be frequent examinations, for I regard them as valuable, but let them be a part of the regular work of the school, and not the one thing held up before the scholars to terrify them through the year.

The subject of graduation might properly be considered in this connection. It is sometimes urged as one objection to the graded system that too much time is consumed in preparing for the closing exercises, time which ought to be devoted to the studies of the schools.

I have spoken at some length upon these subjects because they are



attracting so much attention in various sections, being regarded as subjects upon which so much depends.

#### STUDIES PURSUED.

I cannot speak in detail of the different branches, nor can I offer many suggestions relating to studies in the schools of this city. I can only speak in a general way, giving expression to my views regarding the methods of teaching the several branches.

Written and Mental Arithmetic can be studied at the same time. Better results are obtained than by requiring so much mental before written arithmetic is begun. The pupils should begin to make figures on their slates as soon as they can count, and when they are learning to add, subtract, multiply and divide, let them use the slate and pencil. There are examples in the Practical Arithmetic, that should be performed mentally, there are examples in the Intellectual Arithmetic which pupils ought not to be required to perform without the aid of the pencil. Many of the examples in the intellectual should be omitted till the pupils have completed the practical. In mental arithmetic we frequently lose sight of the mathematical operations, being so intent upon some formula in accordance with which an example is to be explained.

Technical grammar is not taught at present — in many places at least — as in former days. Children are not required to commit to memory rules and definitions of whose meaning they have no idea. Instead of this they learn the use of language by *using* it. They become familiar with its use by writing and correcting sentences. The use of capitals, of punctuation marks, correct methods of expression, are learned before the text book is placed in their hands.

The old method proved a failure, for many pupils graduated from our schools proficient in the study of English Grammar — as it was called — being able to analyze and parse selections from Milton and Byron and yet unable to write a business letter, as well as many who had never learned a single rule of syntax.

All rules and technicalities should be subordinated to the *actual* use of spoken and written language.

As the course of study is arranged in this city, the text book in Geography is studied six years. In some places where that amount of time was formerly devoted to it, the time is now limited to three, and in other places to two years. The subject is one that can be taught *orally*, in the lower grades, with good success. Too much time has been spent in memorizing the names of unimportant rivers and towns in some far off country, names which the pupils never hear after the recitation. We should begin at home in teaching this branch, learn something of our own state, county and city and spend less time in learning the exact location of capes, bays, peninsulas, islands, etc. By this method much of the time now devoted to this branch might be given to reading, spelling and writing.

History and Geography should be studied together to a great extent, as the study of one is an aid to the study of the other. Frequently a text book in History is used as a reading book, the lessons made the subject of conversation. In this way much valuable information is obtained and retained; oftentimes classes pursuing the study in this manner possess a better knowledge of the subject than those classes that attempt to commit to memory *verbatim* the language of the book.

As so many new studies have been introduced into the schools within the past few years, we are inclined to neglect reading and spelling in order to devote more time to some of the new studies. No matter what may be the demand for these branches, recently introduced, reading and spelling must occupy an important place in the schools, and their importance demands that more attention should be given them than they are now receiving. Reading should be taught in such a manner, that the pupils can read fluently from books or papers. It is not the province of the schools to enable scholars to read a few pieces selected from the reader, pieces upon which they have been drilled until they have committed them to memory. Pupils should read other pieces than those in the prescribed text books, should be accustomed to read selections they have not previously studied, so as to acquire a familiarity with the language. Pupils hesitate and miscall words in the arithmetic and other text books, words no more difficult of pronunciation than the words in



the reader, and yet they read many of the lessons in the reader quite fluently, or rather *recite* them. We must make a distinction between *reading* these pieces and *reciting* them.

The *Nursery* and works of a similar character are excellent for Primary Schools, while in the higher grades, other magazines and books can be used.

For spelling exercises, the words used in conversation, those found in the various text books and elsewhere can be used. There can be no more practical thing in the schools than written spelling. The construction of a word is better learned and remembered by deliberately forming each letter before the eye, with the pencil. Oral spelling was carried to a high degree of perfection in the spelling-schools, but there are many who were the champion spellers, in the oral contests of their youth, who cannot write an ordinary letter without misspelling common words. They had no practice in putting words through their fingers, so that their eyes could detect the errors. People are not required to spell orally after leaving school, for the business of the world is done through the point of the pen. I have spoken of the kind of words to be spelled. As this subject was once taught, many pupils could spell the long words found in the speller, such words as *hypochondriac*, *heterogeneous*, *antediluvial*, transubstantiation, etc., a class of words seldom used by the pupils after they leave school, while the more common words used in every day conversation are more frequently misspelled.

Penmanship is not taught in grades below the intermediate. This branch should be taught in the lower grades. It would be well to use in the Primary and Secondary grades, the Primary series of copy-books.

No provision is made for the study of Physiology, excepting in one of the courses in the High School. Some time in the last year of the Grammar School course, or early in the High School course it should be studied by every pupil. Should the objection be urged that there is no time for it on account of the multiplicity of branches now taught in the schools, the answer is, that something of less importance can be omitted so that time can be found for this important but much neglected study. The Prussians have this maxim, "Whatever

you would have appear in the life of a nation you must put in your schools." A knowledge of the human system is essential and the school is the proper place for children to become familiar with the laws of hygiene. For the benefit of those pupils who do not enter the High School, this branch might be studied the last year in the Grammar School.

Sufficient importance is not attached to the study of Civil Government. In a Republic like ours, where the youth, who to-day are learning to read and spell, will one day be the rulers, or at least the voters, who shall determine who will be the rulers, it is essential that this subject should be thoroughly studied. The purpose of our schools is to make good citizens and in order to do this, the pupils while in school should become familiar with the institutions of our land, and the various kinds of business upon which the prosperity of our country depends. We should bear in mind the fact that a great number leave school at an early age, many, very many not completing the Grammar School course. We would it were otherwise but we must deal with all these matters as they are, rather than as we wish they might be.

The Grammar schools are the people's colleges; from these schools go forth the great majority of those who are to fill the important positions in every department of this busy life, the great majority of those, who are to be the leaders in business, in state affairs and in every place where enterprise, disciplined minds and correct business habits are required.

It is then our duty to provide in the common schools the means by which this vast number can fit themselves for the duties awaiting them in this republic.

#### EDUCATION FOR ALL

The question of compulsory education is one that every year assumes more importance, and we cannot be insensible to the fact that each year the number of persons unable to read and write is increasing, and this too in states where each year more and more money is appropriated for the support of schools, and the more advanced methods of teaching are adopted. Some parents will compel their children to labor the entire



year, thus depriving the children of the benefits of schools unless the state compels their attendance. The duty of the state is not ended, when it erects costly buildings, provides teachers for the several grades, furnishes apparatus and arranges courses of study. It must see to it that those children, who, through the indifference or poverty of their parents, are not receiving the benefits of the schools, shall attend school at least a portion of the year.

Chancellor Kent said, "The parent who sends his son into the world uneducated, defrauds the community of a lawful citizen and bequeaths to it a nuisance."

Said Daniel Webster, "For the purpose of public instruction, we hold every man subject to taxation, in proportion to his property, and we look not to the question whether he himself have or have not children to be benefitted by the education, for which he pays. It is every poor man's undoubted birthright, it is the great blessing which this constitution has secured to him, it is his solace in life, and it may well be his consolation in death, that his country stands pledged by the faith which it has plighted to all its citizens, to protect his children from ignorance, barbarism and vice."

It is for those having in charge the educational interests of the state to see that every child in every community, the poorest and the richest, shall receive the benefits of the common schools.

#### ENROLMENT, ATTENDANCE, ETC.

|  |      |
|--|------|
| 1—Entire enrolment for the year,   | 2473 |
| 2—Number below five years of age,  | 25   |
| 3—Number above fifteen years of age,                                       | 204  |
| 4—Number between five and fifteen,   | 2244 |
| 5—Number between five and fifteen as returned by enumerators in May, 1875, | 2357 |
| 6—Average number belonging to the schools,                                 | 1944 |
| 7—Average daily attendance,  | 1750 |

## CONCLUSION.

At the present time the American Common School System is undergoing severe criticisms and these criticisms will serve to arouse the American people to a just appreciation of the benefits of the schools. Whatever there is in the system that will not bear the closest scrutiny, the most rigid investigation, should be eradicated.

Let their excellencies and their faults be discussed freely at all times. Our schools need and should have, the sympathy, the support of every citizen. They are maintained for all classes, irrespective of creed, nationality or condition in life. They should be good enough for every class, within reach of every class. Let us hope that each year, the schools of this city will make such progress as shall cause all citizens to be justly proud of them, and that the same liberality that has made them a blessing in the past will provide for them in the years to come.

Respectfully submitted.

JOSEPH G. EDGERLY,

*Superintendent.*

Fitchburg, Dec. 6, 1875.





## IN MEMORIAM.

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### HON. CHARLES H. B. SNOW,

A member of the Committee, from Ward Three, deceased September 18, 1875, and his death was the occasion of the following Memorial, adopted by the Board at a meeting held December 20, 1875.

*Resolved*, That in the death of the HON. CHARLES H. B. SNOW, of Fitchburg, the School Committee has lost a beloved brother member, who has long and faithfully served the city in the cause of Education; a distinguished ornament, a man of noble, generous and genial nature, gifted with powers of a high order, enlarged and enriched by sound and extensive learning, and adorned with ripe and varied culture, joined to the honest and persistent worker in the cause of education, the trusted and trustworthy citizen, the honored Senator, devoted to the highest interests of the State, the true friend, the loyal son, loving husband and father; and that mourning our own great loss and deeply sympathizing with the afflicted family of the deceased, we offer this tribute to his honored memory.

*Resolved*, That the Secretary of the School Committee be requested to cause these resolutions to be entered upon the records of this Board, and that the same be printed in the annual report of the Committee, and a copy be presented to the family of the deceased.

|                 |                                   |
|-----------------|-----------------------------------|
| D. H. MERRIAM,  | } Committee<br>on<br>Resolutions. |
| ELI CULLEY,     |                                   |
| H. C. HARTWELL. |                                   |

TABLE SHOWING THE LOCATION OF THE SCHOOLS AND TEACHERS IN DECEMBER 1875,  
WITH THEIR RESPECTIVE SALARIES, AND THE ATTENDANCE FOR THE YEAR.

| SCHOOL.                      | LOCATION.        | TEACHERS.            | SALA<br>RIES. | AVERAGE<br>NO. BE-<br>LONGING | AVERAGE<br>DAILY AT-<br>TENDANCE |
|------------------------------|------------------|----------------------|---------------|-------------------------------|----------------------------------|
| High,                        | High Street,     | Ray Greene Huling,   | \$2 250       |                               |                                  |
|                              |                  | Albion N. Marston,   | 1,200         | 143                           | 137                              |
|                              |                  | Benjamin F. Brown,   | 1,000         |                               |                                  |
|                              |                  | Emory A. Hartwell,   | 700           |                               |                                  |
|                              |                  | Mary E. Lane,        | 700           |                               |                                  |
|                              |                  | Ella U. Normandy,    | 700           |                               |                                  |
| Grammar,                     | High Street,     | Charles G. Stearns,  | 1,200         | 161                           | 150                              |
|                              |                  | Mattie E. Goodrich,  | 450           |                               |                                  |
|                              |                  | Addie Goodrich,      | 450           |                               |                                  |
|                              |                  | Georgie H. Damon,    | 450           |                               |                                  |
| Grammar,                     | Day Street,      | Caroline J. Dresser, | 1,200         | 263                           | 243                              |
|                              |                  | Eliza A. Kendall,    | 450           |                               |                                  |
|                              |                  | Ellen E. Arnes,      | 450           |                               |                                  |
|                              |                  | Sarah F. Wright,     | 450           |                               |                                  |
|                              |                  | E. D. Whitney,       | 450           |                               |                                  |
|                              |                  | Georgie A. Higgins,  | 350           |                               |                                  |
| Grammar,                     | West Fitchburg   | Charles H. Sawyer,   | 1,200         | 73                            | 63                               |
|                              |                  | Abbie A. Whittemore  | 450           |                               |                                  |
| Intermediate,                | High Street,     | Sarah E. Hayden,     | 400           | 48                            | 43                               |
|                              | High Street,     | Lizzie A. Downe,     | 400           | 37                            | 34                               |
|                              | Day Street,      | Mary E. Hilton,      | 400           | 54                            | 52                               |
|                              | South Street,    | Clara D. Hosmer,     | 450           | 42                            | 36                               |
|                              | Middle Street,   | Lizzie M. Nolan,     | 400           | 51                            | 50                               |
|                              | So. Fitchburg,   | Sara J. Barber,      | 400           | 24                            | 22                               |
|                              | East Street,     | Winnifred Marvle,    | 400           | 27                            | 25                               |
|                              | Rockville,       | Addie H. Chase,      | 400           | 23                            | 22                               |
|                              | Wachusett,       | Helen F. Moore,      | 400           | 18                            | 17                               |
| Secondaries<br>and Primaries | High Street,     | Alice F. Hayes,      | 400           | 44                            | 39                               |
|                              | Day Street,      | Elizabeth W. Osborne | 400           | 45                            | 44                               |
|                              | Day Street,      | Carrie G. Brewster,  | 400           | 46                            | 41                               |
|                              | South Street     | Maria A. Woodbury,   | 400           | 47                            | 40                               |
|                              | Middle Street,   | Josie Reynolds,      | 400           | 57                            | 48                               |
|                              | So. Fitchburg,   | Emma G. Knapp,       | 400           | 40                            | 32                               |
|                              | East Street,     | Nellie G. Weston,    | 360           | 37                            | 34                               |
|                              | West Street,     | Lizzie L. Lamb,      | 400           | 35                            | 32                               |
|                              | Rockville,       | Ida F. Damon,        | 400           | 33                            | 29                               |
|                              | Wachusett,       | Clara L. Tenney,     | 400           | 28                            | 26                               |
|                              | High Street,     | Florence W. Stevens  | 400           | 48                            | 43                               |
|                              | High Street,     | S. Ada Blood,        | 400           | 43                            | 39                               |
|                              | Day Street,      | Amy C. Johnson,      | 400           | 45                            | 39                               |
|                              | Day Street,      | E. La M. Estabrook,  | 400           | 45                            | 41                               |
|                              | South Street,    | Mary E. Downe,       | 400           | 42                            | 35                               |
|                              | South Street,    | E. Isadore Wells,    | 400           | 41                            | 30                               |
|                              | Middle Street,   | Clara A. Bernard,    | 400           | 44                            | 42                               |
|                              | Middle Street,   | Eva Jewett,          | 400           | 54                            | 50                               |
|                              | So. Fitchburg,   | Sarah M. Cushing,    | 400           | 34                            | 30                               |
|                              | West Street,     | Nancy R. Phillips,   | 400           | 33                            | 28                               |
| Ungraded,                    | Mt. Elam,        | Mary E. Choate,      | 400           | 9                             | 7                                |
|                              | Woodbury,        | Helen E. Woodbury,   | 400           | 18                            | 17                               |
|                              | W. Fitchburg,    | Carolyn I. Works,    | 360           | 43                            | 32                               |
|                              | Dean Hill,       | Abbie J. Wheeler,    | 360           | 20                            | 18                               |
|                              | Page District,   | Hattie Smith,        | 360           | 11                            | 9                                |
|                              | Caswell District | Ella F. Caswell,     | 360           | 17                            | 14                               |
|                              | Pearl Hill,      | Mary E. Whittemore   | 360           | 21                            | 17                               |
| Department,                  | BRANCH.          | SPECIAL TEACHERS.    |               | 1944                          | 1750                             |
|                              | Singing,         | John Ord, Jr.,       | 1,200         |                               |                                  |
|                              | Writing,         | Nellie F. Livermore, | 850           |                               |                                  |
|                              | Drawing,         | Ella A. Norcross,    | 500           |                               |                                  |



# APPENDIX.

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## REPORT OF PRUDENTIAL COMMITTEE.

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### TEACHING HIGH SCHOOL.

|                     |            |
|---------------------|------------|
| Ruel B. Clark,      | \$1,575 00 |
| H. P. Armsby,       | 840 00     |
| Benj. F. Brown,     | 1,060 00   |
| Wm. K. Bailey,      | 490 00     |
| Mary E. Lane,       | 724 50     |
| Myra B. Richardson, | 490 00     |
| Ernest P. Miller,   | 15 00      |
| Ella V. Normandy,   | 234 50     |
| Emory Hartwell,     | 234 50     |
| Ray Greene Huling,  | 500 62     |
| A. N. Marston,      | 402 00     |
|                     | <hr/>      |
|                     | \$6,566 12 |

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### TEACHING HIGH STREET GRAMMAR SCHOOL.

|                      |            |
|----------------------|------------|
| F. W. Eveleth,       | \$840 00   |
| Emily Metcalf,       | 330 00     |
| Nellie F. Livermore, | 330 00     |
| Georgie H. Damon,    | 480 75     |
| C. G. Stearns,       | 402 00     |
| Mattie E. Goodrich,  | 150 75     |
| Addie Goodrich,      | 150 75     |
|                      | <hr/>      |
|                      | \$2,684 25 |

## TEACHING DAY STREET GRAMMAR SCHOOL.

|                      |            |
|----------------------|------------|
| Caroline J. Dresser, | \$1,242 00 |
| Eliza A. Kendall,    | 480 75     |
| Ellen E. Armes,      | 478 50     |
| Sarah F. Wright,     | 480 75     |
| E. D. Whitney,       | 480 75     |
| Georgie A. Higgins,  | 82 25      |
|                      | <hr/>      |
|                      | \$3,245 00 |

## TEACHING WEST FITCHBURG GRAMMAR SCHOOL.

|                      |            |
|----------------------|------------|
| Charles K. Sawyer,   | \$1,242 00 |
| Abbie A. Whittemore, | 480 75     |
|                      | <hr/>      |
|                      | \$1,722 75 |

## TEACHING COMMON SCHOOLS.

|                       |          |
|-----------------------|----------|
| Sarah E. Hayden,      | \$426 00 |
| Mary E. Hilton,       | 426 00   |
| Clara D. Hosmer,      | 480 75   |
| Lizzie M. Nolan,      | 426 00   |
| Sara J. Barber,       | 426 00   |
| Lois W. Leach,        | 292 00   |
| Lizzie A. Downe,      | 426 00   |
| Addie H. Chase,       | 426 00   |
| Helen F. Moore,       | 424 00   |
| Florence W. Stevens,  | 432 00   |
| Elizabeth W. Osborne, | 432 00   |
| Carrie G. Brewster,   | 432 00   |
| Maria A. Woodbury,    | 432 00   |
| Fannie P. Browning,   | 190 00   |
| Emma G. Knapp,        | 428 00   |
| Nellie G. Weston,     | 358 60   |
| Lizzie L. Lamb,       | 432 00   |



|                     |             |
|---------------------|-------------|
| Ida F. Damon,       | 432 00      |
| Clara L. Tenney,    | 372 00      |
| Alice F. Hayes,     | 438 00      |
| S. Ada Blood,       | 444 00      |
| Hattie A. Frair,    | 360 00      |
| E. L. M. Estabrook, | 444 00      |
| Josie Reynolds,     | 440 00      |
| C. A. Bernard,      | 344 00      |
| Sarah M. Cushing,   | 444 00      |
| Mary E. Downe,      | 443 00      |
| Mary E. Choate.     | 408 00      |
| Helen E. Woodbury,  | 248 00      |
| Hattie Smith,       | 367 20      |
| Nellie Gray,        | 202 00      |
| Mary E. Whittemore. | 372 60      |
| Nellie M. Fernald,  | 118 00      |
| E. Isadore Wells,   | 444 00      |
| Nancy R. Phillips,  | 444 00      |
| Abbie J. Wheeler,   | 298 00      |
| Mattie E. Goodrich, | 18 00       |
| Ella S. Wright,     | 72 00       |
| Eva Jewett,         | 179 00      |
| Carolyn I. Works,   | 201 60      |
| Winifred Marvle,    | 134 00      |
| Ella F. Caswell,    | 99 00       |
| Amy C. Johnson,     | 84 00       |
|                     | <hr/>       |
|                     | \$14,739 75 |

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MUSIC.

|                |            |
|----------------|------------|
| John Ord, Jr., | \$1,242 00 |
|----------------|------------|

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DRAWING.

|                    |          |
|--------------------|----------|
| M. Louise Haskell, | \$220 00 |
| Ella A. Norcross,  | 167 50   |
|                    | <hr/>    |
|                    | \$387 50 |

## EVENING DRAWING SCHOOL.

|                    |          |
|--------------------|----------|
| Fred. Fosdick,     | \$65 00  |
| H. M. Francis,     | 70 00    |
| M. Louise Haskell, | 100 00   |
|                    | <hr/>    |
|                    | \$235 00 |

## PENMANSHIP.

|                      |          |
|----------------------|----------|
| N. H. Whitney,       | \$700 00 |
| Nellie F. Livermore, | 284 75   |
|                      | <hr/>    |
|                      | \$984 75 |

## FUEL AND CARE OF SCHOOLS.

|                              |            |
|------------------------------|------------|
| Garfield & Proctor, coal,    | \$989 12   |
| Wright & Fairbanks, “        | 96 00      |
| J. Cushing & Co., “          | 527 69     |
| Sundry persons, wood,        | 1,118 88   |
| “ persons for cutting wood,  | 76 81      |
| “ “ “ care of school-houses, | 1,895 51   |
| “ “ “ cleaning “ “           | 21 80      |
|                              | <hr/>      |
|                              | \$4,725 81 |

## SUPERINTENDENT OF SCHOOLS.

|                    |            |
|--------------------|------------|
| E. A. Hubbard,     | \$1,916 66 |
| S. L. Graves,      | 41 66      |
| Joseph G. Edgerly, | 450 00     |
|                    | <hr/>      |
|                    | \$2,408 32 |

## REPAIRS OF SCHOOL HOUSES.

|  |          |
|--|----------|
| Paid C. A. Goodrich, brick,  | \$108 40 |
| Charles Gerry, painting roof of boiler house,                        | 2 25     |
| L. Barker, lumber,   | 19 81    |
| Litch & Sawtell, stoves and repairs,                                 | 61 20    |
| H. J. Kimball, piping Day Street school house,                       | 31 61    |
| “ “ repairing boilers,   | 6 75     |
| George E. Tucker, repairs,   | 85       |
| H. M. Francis, plan of proposed ventilation of<br>High School house, | 20 00    |
| Wright & Fairbanks, hardware,  | 7 95     |
| L. Sprague & Co., paper hanging,                                     | 11 37    |
| Sewell Hosmer, repairs,  | 4 20     |
| M. L. Clark, painting High School house,                             | 13 57    |
| Geo. Robbins, tin roofing Day Street boiler house,                   | 43 12    |
| “ “ repairs,   | 301 80   |
| Parks & Carpenter, sundry repairs,                                   | 75 91    |
| “ “ repairing High St. school-house,                                 | 1 79     |
| “ “ “ Day St. “ “  | 1 40     |
| “ “ “ High School house,   | 3 20     |
| T. R. Lawrence, sundry repairs,                                      | 1 90     |
| Rollstone Iron Foundry, 2 sinks,                                     | 7 50     |
| “ “ “ repairing patterns,  | 45       |
| Samuel Foster, setting glass,  | 105 05   |
| N. I. Cochran, repairs Mt. Elam,                                     | 5 45     |
| Beckwith Lumber Co., lumber,   | 94 22    |
| “ “ “ setting glass,   | 5 80     |
| Sylvanus Sawyer, 1 cask of cement,                                   | 4 75     |
| J. D. Bickford, paint and labor,                                     | 4 65     |
| W. W. Fletcher, graining doors High St. school-house                 | 75       |
| 483 feet fence around Middle Street school-house,                    | 197 00   |
| 1 gate,  | 5 00     |
| New floor in High Street Grammar School house,                       | 73 63    |
| A. A. Spear, rubber hose and labor,                                  | 2 25     |
| Wetherbee & Derby, labor,  | 25 21    |
| J. C. Jones, painting Day Street school-house,                       | 13 40    |
| “ “ “ No. 7 school-house,  | 3 50     |
| “ “ “ Dean hill school-house,  | 44 40    |

|   |                 |    |
|---|-----------------|----|
| Paid Lucius Aldrich, repairing High School house,     | 27              | 20 |
| “ “ “ High St. Gram. School house,                    | 89              | 05 |
| “ “ “ Day St. school-house,                           | 408             | 24 |
| “ “ sundry repairs,                                   | 236             | 53 |
| “ “ repairing Middle St. school-house,                | 17              | 28 |
| “ “ “ So. Fitchburg school-house,                     | 14              | 00 |
| “ “ “ South St. school-house,                         | 5               | 23 |
| “ “ “ J. Page Dist. school-house,                     | 36              | 56 |
| “ “ “ Mt. Elam school-house,                          | 8               | 50 |
| “ “ “ West St. school-house,                          | 12              | 63 |
| “ “ “ Dist. No. 4 school-house,                       | 6               | 00 |
| “ “ “ “ No. 6 school-house,                           | 11              | 85 |
| “ “ “ “ No. 7 school-house,                           | 105             | 09 |
| “ “ “ “ No. 8 school-house,                           | 8               | 59 |
| “ “ “ East St. school-house,                          | 6               | 76 |
| “ “ “ Dean Hill school-house,                         | 53              | 86 |
| S. S. & G. A. Lawrence, rep'ng East St. school-house, | 47              | 93 |
| “ “ “ “ W. Fitchburg school                           |                 |    |
| house,  | 8               | 60 |
| “ “ “ “ High St. school-house,                        | 8               | 45 |
| “ “ “ “ Day St. school-house,                         | 98              | 36 |
| “ “ “ sundry repairs,                                 | 162             | 86 |
| G. B. Knowlton, hardware,                             | 11              | 86 |
| J. R. Haskell,  | 1               | 60 |
|   | —————\$2,697 12 |    |

## CONTRA.

|                                      |                 |    |
|--------------------------------------|-----------------|----|
| Appropriation,                       | \$2,000         | 00 |
| Glass broken,                        | 3               | 45 |
| Old brick,                           | 5               | 00 |
| Cement sold,                         | 21              | 10 |
| Transferred from Incidental Account, | 650             | 17 |
| Overdrawn,                           | 17              | 40 |
|                                      | —————\$2,697 12 |    |



## NEW SCHOOL HOUSES.

|   |                  |
|---|------------------|
| Paid A. O. Carter, drying plastering,                   | \$94 50          |
| High School,  | 686 12           |
| A. A. Spear, plumbing,                                  | 352 35           |
| H. M. Francis, services as architect,                   | 150 00           |
| “ “ plans of extension High St. Grammar School house,   | 227 00           |
| Fitchburg Railroad, freight,                            | 17 85            |
| Parks & Carpenter, steam fitting High St. school-house. | 709 28           |
| Wetherbee & Derby, labor,                               | 69 40            |
| Newark & Rosedale Cement Co., cement,                   | 129 50           |
| L. Aldrich, on contract High St. school-house,          | 5,461 00         |
| “ “ seats in High St. school-house,                     | 39 85            |
| “ “ labor and material High St. school-house,           | 86 75            |
| Undrawn,  | 598 89           |
|   | <hr/> \$8,622 59 |

## CONTRA.

|                          |                  |
|--------------------------|------------------|
| Balance unexpended 1874, | \$622 59         |
| Appropriation,           | 8,000 00         |
|                          | <hr/> \$8,622 59 |

## TEACHING EVENING SCHOOL.

|                      |                |
|----------------------|----------------|
| Paid C. F. Baker,    | \$34 50        |
| George E. Downe,     | 32 25          |
| Charles M. Newton,   | 31 50          |
| Addie Damon,         | 18 90          |
| Etta Jillson,        | 10 50          |
| Emma L. Hubbard,     | 17 25          |
| Georgie H. Damon,    | 20 25          |
| Alice F. Hayes,      | 3 00           |
| Nellie F. Livermore, | 17 25          |
| Emily Metcalf,       | 17 25          |
| N. A. Fessenden,     | 27 00          |
| M. A. Ingalls,       | 31 50          |
| Lizzie G. Hitchcock, | 32 25          |
| John Gallagher,      | 70 50          |
| Addie H. Chase,      | 35 25          |
| Martha Barker,       | 12 00          |
|                      | <hr/> \$410 25 |

## SCHOOL INCIDENTALS.

|   |        |
|---|--------|
| Paid J. K. P. Wood, furniture,            | \$1 15 |
| H. P. Armsby, supplies,                   | 7 40   |
| T. C. Caldwell, 6 brushes,                | 3 90   |
| “ “ school-furniture,                     | 2 47   |
| Eben Bailey, 1 call bell,                 | 1 00   |
| S. W. Galpin, keys &c.,                   | 6 75   |
| Andrew Whitney, loam,                     | 17 32  |
| W. H. Lowe, freight and cartage,          | 1 37   |
| “ “ jobbing,                              | 1 00   |
| Horse hire,                               | 55 50  |
| J. D. Myrick, acids, &c.,                 | 4 63   |
| Jones Bros., tuning piano and books,      | 10 50  |
| Fitchburg Gas Co., gas,                   | 123 27 |
| James H. Fairbanks, clocks and repairs,   | 27 50  |
| “ “ 4 call bells,                         | 8 50   |
| B. W. West, repairing wheelbarrow,        | 3 00   |
| Howard & Nichols, brooms and thermometer, | 10 25  |
| G. B. Knowlton, hardware,                 | 6 10   |
| L. Sprague, school furniture,             | 62 29  |
| George Raymond, supplies for drawing,     | 15 29  |
| A. B. Lawrence, pails and brooms,         | 6 63   |
| J. L. Hammett, 15 globes,                 | 41 00  |
| Tuning Pianos,                            | 4 00   |
| B. W. Eddy & Co., furniture,              | 3 24   |
| John Ord Jr., books and express,          | 4 75   |
| R. Dow & Co., 1 coal hod,                 | 1 25   |
| W. A. Dunn, school furniture,             | 3 00   |
| 1 Blackboard,                             | 70 55  |
| M. J. Morse, 1 chair,                     | 1 50   |
| Rohrebeck & Goibeler, chemical apparatus, | 166 85 |
| Joseph G. Edgerly, cash paid postage &c., | 3 49   |
| Parks & Carpenter, pipes &c.,             | 94 60  |
| Printing,                                 | 33 50  |
| Kerosene,                                 | 14 62  |
| G. W. Kinsman, cleaning vaults,           | 10 00  |
| Geo. Robbins, repairing stoves,           | 20 45  |
| B. F. Daby, cleaning vaults,              | 24 00  |
| W. A. Macurda, 1 sponge,                  | 3 30   |

|   |                  |
|---|------------------|
| Paid T. F. & W. P. Guy, 1 mat,  | 1 25             |
| Mrs. Mary Waters, water,  | 30 00            |
| Sewell Hosmer, "  | 30 00            |
| D. H. Merriam, paid for keys,   | 2 76             |
| C. K. Sawyer, sundry items,   | 16 11            |
| A. L. Proctor, sewer for Day Street school house,                                     | 50 00            |
| Mrs. Peter O'Neal, cleaning,  | 2 40             |
| W. J. Walker, "   | 7 70             |
| L. N. Wilbur, clocks,   | 40 00            |
| E. A. Hubbard, sundry items,  | 20 32            |
| 1 lounge and cushion,   | 5 50             |
| E. N. & H. M. Chbate, brooms,   | 3 75             |
| Wright & Fairbanks, hardware,   | 9 05             |
| T. R. Lawrence, cleaning,   | 65 96            |
| W. W. Shattuck, grading about school house.   | 5 00             |
| Barney Pratt, 5 mats,   | 3 75             |
| Mrs. I. R. Gilbert, rolling diplomas,   | 2 50             |
| C. A. Fletcher, school furniture,   | 3 40             |
| W. Heywood Chair Co., 7 chairs,   | 11 25            |
| A. O. Carter, sundry items,   | 29 79            |
| Highway Dep't, work,  | 154 13           |
| Hartford Steam Boiler Inspection and Insurance<br>Company, boiler policy High School, | 25 00            |
| " " Day Street School,  | 31 25            |
| Jerry Spear, labor cleaning vault,  | 2 50             |
| Lyman Patch, furniture,   | 2 48             |
| Litch & Sawtell, 1 bell,  | 25               |
| Highway Dept. grading So. Fitchburg grounds,  | 91 25            |
| Laying wall and labor High St., "   | 991 00           |
| Labor Rockville school "  | 38 48            |
| " West St., " "   | 45 90            |
| " Day St., " "  | 158 61           |
| " West Fitchburg school "   | 108 25           |
| " South Street, " "   | 2 75             |
|   | <hr/> \$2,868 26 |



## BOOKS AND STATIONERY.

|   |                |
|---|----------------|
| Paid Shepley & Stearns, books and stationery, | \$418 53       |
| B. W. Eddy & Co., " "                         | 151 12         |
| C. K. Sawyer, books,                          | 8 77           |
| Carolyn I. Works, books,                      | 2 10           |
| Sentinel Printing Co., printing,              | 108 25         |
| H. F. Piper, " "                              | 15 50          |
| J. Garfield, " "                              | 28 50          |
| Piper & Boutelle, " "                         | 10 00          |
|   | <hr/> \$742 77 |
| CONTRA.                                       |                |
| E. A. Hubbard, cash for school books,         | \$15 30        |
| Tax 1875,                                     | 118 06         |
| Overdrawn,                                    | 609 41         |
|   | <hr/> \$742 77 |

## RECAPITULATION.

|  |                   |
|--|-------------------|
| Teaching High and Grammar schools, including salary of special teachers, | \$17,067 37       |
| Teaching common schools,   | 14,739 75         |
| Fuel and care,   | 4,725 81          |
| Superintendent of schools,   | 2,408 32          |
|  | <hr/> \$38,941 25 |
| CONTRA.  |                   |
| Balance unexpended 1874,   | \$2,168 61        |
| Appropriation,   | 35,000 00         |
| A. C. Brown, Tuition,  | 50 00             |
| Miss Reynolds, " "   | 2 70              |
| Overdrawn,   | 1,719 94          |
|  | <hr/> \$38,941 25 |

## SCHOOL INCIDENTALS.

|                                       |                  |
|---------------------------------------|------------------|
| Evening school,                       | \$410 25         |
| School Incidentals,                   | 2868 26          |
| School books and stationery, balance, | 609 41           |
|                                       | <hr/> \$3,887 92 |
| CONTRA.                               |                  |
| By charged to incidentals,            | \$3,887 92       |

# COURSE OF STUDY.

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## FIRST YEAR.

### SECOND CLASS.

READING AND SPELLING LESSONS FROM CHARTS AND BLACKBOARD.—Elementary sounds ; words and sounds repeated after the teacher ; Monroe's First Reader commenced. Words should not be spelled by the pupils while reading ; special attention given to enunciation. Pupils in this grade should be taught to hold books and turn leaves properly. Words used in the oral lessons or occurring in conversation to be spelled by sounds and by letters.

DRAWING.—Careful attention given to position of the body, method of holding pencil, etc.

LANGUAGE.—Correct common errors in the use of language, such errors as the pupils are likely to hear and imitate. Pupils to express their thoughts in proper language, and to give their answers, in complete sentences.

NUMBERS.—Commence counting ; develop the idea of numbers to ten, by the use of objects ; count to fifty on the numeral frame ; Write Roman and Arabic numerals to X.

MUSIC.—Imitation exercises ; no attempt at notation or sight singing ; Pupils first learn musical phrases and exercises by words, next by the scale names one, two, three, etc., then by syllables. Some pleasing little melodies learned also, for the purpose of awakening a love of melody and relieving the monotony of ordinary exercise and scale singing. Other exercises under the direction of the special teacher of music.

ORAL INSTRUCTION.—Form, color, etc., illustrated by objects in the school-room ; morals and manners.

### FIRST CLASS.

READING AND SPELLING.—First Reader completed ; printing or writing small letters so as to form monosyllables. Require full clear tones, distinct enunciation, and correct accent. Analyze the forms of capital letters, and tell what lines compose each. Miscellaneous words spelled by sound and by letters. Calling words at sight. Cultivate natural, easy expression.

WRITING.—The forms of the small letters to be taught from charts and the blackboard. Pupils write on the slate, words containing the letters they have learned to make. Special attention given to position and method of holding the pencil.

LANGUAGE, MUSIC AND DRAWING.—Observe previous directions.

ARITHMETIC.—Counting to 100 singly and by twos, with the use of the numeral frame, pebbles, etc.; figures from 1 to 100 read at sight without numeration and written on the slate and board. Roman numbers, I, V, X, L, with their combinations to sixty, and their use on the face of the clock. Slate work and mental exercises daily, with small numbers.

ORAL INSTRUCTION.—Form, size, color, animals and plants. Describe what can be seen in pictures of reading books and elsewhere. Sheldon's Elementary Instruction; first steps.

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## SECOND YEAR.

### SECOND CLASS.

READING AND SPELLING.—Second Reader commenced; words in the reading lessons spelled by sounds and by letters; questions on the meaning of pieces read; daily drill on the sounds of vowels and consonants. The meaning of words in the lessons to be given chiefly by their use in short sentences, and their use to be made plain by conversation with the children in regard to them. Spell the names of the days of the week, months of the year, and many other such words. Frequent exercises in calling words at sight from cards and charts, and afterwards spelling the same.

LANGUAGE.—Pupils to state in their own language the substance of the reading lessons, using correct expressions in their statements. Repeat sentences read by teachers.

DRAWING.—Dictation exercises.

WRITING.—The forms of the letters to be taught from charts and blackboard. Words occurring in the reading lesson written on the slate. Pupils should be provided with long pencils and taught to hold them as they would pens.

ARITHMETIC.—Adding single columns of not more than ten figures, and numbers containing units and tens, no result in either case to exceed 100. Subtracting numbers containing two and three figures, no figure in the subtrahend to exceed the corresponding figure in the minuend. Roman numbers to C. Slate work and mental exercises.



ORAL INSTRUCTION.—Objects with their parts, qualities and uses.

MUSIC.—Review of the work of the previous year. Notation commenced; some of the most common musical characters learned, such as the half and quarter note, half and quarter rest, bars, double bar, and staff; pupils learn how the above named marks are used. The preceding work to be done in connection with the imitation work. Some additional songs learned from the American School Music Reader. Scale practice pursued in some form upon the blackboard.

#### FIRST CLASS.

READING AND SPELLING.—Second Reader completed and reviewed; words from reading lessons and words occurring in conversation, spelled by letters and sounds. Explain the meaning of new words in each lesson before the lesson is read; reading from magazines and papers. Observe previous directions.

LANGUAGE.—Correct errors in the use of language; form sentences of the words defined in the Reader: require the pupil to give a brief description of some familiar objects, what they have seen in the street or elsewhere.

ORAL INSTRUCTION.—Common objects illustrated by pictures and otherwise. Sheldon's second step.

ARITHMETIC.—Addition and subtraction tables to 9 with the use of the signs; multiplication commenced. Slate work and mental exercises.

WRITING.—Group letters according to similarity of form; form words of letters named by the teacher, and also write words occurring in the reading and spelling lessons; special attention given to position and method of holding pencil.

WRITING.—Primary Book.

DRAWING.—Dictation exercises.

MUSIC AND WRITING.—Observe previous directions.

NOTE.—Singing, physical exercises, repeating verses and maxims should form a part of the daily work of all Primary schools. No exercise should be more than fifteen minutes long; for many exercises five or ten minutes are sufficient. Pupils not employed in recitation should be occupied with slate exercises, at the black-board, or in such other manner as the ingenuity of the teacher may devise. No pupil should be allowed to sit still with nothing to do; variety and short exercises are needed.

## THIRD YEAR.

## SECOND CLASS.

READING AND SPELLING.—Third Reader commenced; pupils should be able to point out and explain title page, table of contents, leaves, pages, margin, frontispiece, etc. Spelling as in previous grades.

ARITHMETIC.—Addition and subtraction continued; multiplication tables to 9 with the use of the sign  $\times$ , also units and tens multiplied by units; division commenced.

ORAL INSTRUCTION.—Parts, form and color, illustrated by common objects, plants and animals, those with which the children are familiar; some facts in relation to our own city, etc., place and direction as position of objects on the table, in various parts of the room and about the school house.

DRAWING.—Dictation exercises.

WRITING.—Primary Book.

LANGUAGE.—Write sentences dictated by the teacher. Pupils to write their own names, age, etc.; correct errors they have noticed; give synonyms of words occurring in the reading lessons. Write what has been said in oral lessons. Observe previous directions.

## FIRST CLASS.

READING AND SPELLING.—Third Reader continued; words from reading and other lessons spelled by sounds and by letters. Miscellaneous reading, as in previous classes. The meaning of what is read should be made plain by various illustrations. Daily exercises in spelling miscellaneous words, especially those occurring in the various lessons. Special attention given to fluency of utterance, distinct articulation, and correct pronunciation. Difficult words in all lessons to be placed on the board for pupils to copy on the slate.

LANGUAGE.—Sentence writing; use of abbreviations taught by the use of sentences containing them; observe previous directions.

ORAL INSTRUCTION.—Objects, trades and occupations; place and direction, location of buildings and streets in the city, and some of the prominent objects in the surrounding country. Direction of different buildings from the school building. Guyot's Primary Geography used as a reading book.

WRITING AND DRAWING.—As in the preceding term.

ARITHMETIC.—Addition, subtraction and multiplication tables continued and reviewed; addition and subtraction of numbers containing four figures, multiplication of numbers of three and four figures in the multiplicand and

one or two in the multiplier; division tables to 9 with the use of the signs, also division of numbers with four figures in the dividend and one in the divisor. Observe previous directions.

MUSIC.—Mason's Second Music Reader. Beating time in double, triple and common measure. Read and sing all the exercises on the first twenty-six pages of the Reader. Sing by imitation the following songs: Morning awaketh, page 28; Awakening song, page 29; Song of the Woods, and Song of Praise page 30; Our Father, page 33; Morning Song, page 34; and such others as may be deemed best. Scale practice and sounds at call by individuals and by school. Meaning of the marks of expression *mf*, *f*, and *p*, and the repeat.

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## FOURTH YEAR.

### SECOND CLASS.

READING AND SPELLING.—Third Reader continued. Vocal drill and phonic spelling should be practiced with each lesson. Comprehensive Speller to sixty-second page.

ARITHMETIC.—Intellectual to thirty-fourth page; slate and blackboard work with mental exercises. Review of the work prescribed for previous terms. Pupils should work rapidly and correctly.

MUSIC.—Review of the work of the previous year. Two part songs commencing with twenty-seventh page of the Second Reader. Introduce the sharp four and flat seven. Sing in the Key of G. Scale practice by individuals and by the whole school. Songs by imitation under the direction of the special teacher.

LANGUAGE.—Correct errors in the use of language. Write sentences containing words in the reading lessons. Pupils copy sentences read by the teacher, also sentences written on the blackboard by the teacher. Use of capitals, punctuation marks and abbreviations continued.

DRAWING.—Dictation exercises.

ORAL INSTRUCTION.—Review of all the topics prescribed for previous grades; historical sketches; the facts of geography made attractive by simple illustrations; natural divisions of land and water; products and staple commodities of several states; avoid teaching too many facts at one time; place and direction continued.



## FIRST CLASS.

READING AND SPELLING.—Third Reader completed. Comprehensive Speller to eighty-eighth page, with special attention to sounds of letters.

MUSIC.—As in the preceding term.

ARITHMETIC.—Intellectual to sixty-third page, with slate and blackboard work.

ORAL INSTRUCTION.—Place and direction; location of some of the principal countries of the globe with some knowledge of the inhabitants, animals and productions of those countries. Continue the course prescribed for previous grades.

DRAWING AND WRITING.

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FIFTH YEAR.

## SECOND CLASS.

READING AND SPELLING.—Fourth Reader continued. Comprehensive Speller to one hundred eighth page.

ARITHMETIC.—Intellectual to sixty-second page; slate work and mental exercises.

WRITING.—Book No. 2.

DRAWING.—Book ———

MUSIC.—Review the work of the previous year. Exercises upon the chromatic scale ascending and descending. Read and sing exercises and songs in each of the nine different keys as the special teacher may direct. Great care to be exercised that the pupils give their tones in a smooth even manner; avoid all rasping, guttural tones. Practice scale and sounds at call. A record of each voice as regards compass, quality, and the part to be sung, to be taken this year and each subsequent year, as it will be of great assistance if properly done, in the classification and advancement of the school.

ORAL INSTRUCTION.—Historical sketches, Columbus, King Philip, and others.

GEOGRAPHY.—New England and Middle Atlantic States.

## FIRST CLASS.

READING AND SPELLING.—Fourth Reader; words for spelling selected from reading lessons and from other text-books used in the school; review of

punctuation marks, capitals and abbreviations; attention given to meaning of words in the reading lesson; pupils to repeat in their own language the subject of the reading lesson.

ARITHMETIC.—Practical to common fractions with review of the work prescribed for preceding grades. Slate work and mental exercises.

GEOGRAPHY.—Central and Western States and Territories.

ORAL INSTRUCTION.—The National Flag, Coat of Arms, etc.; historical sketches, discovery of America, War of the Revolution, etc.; selections from some work upon history read to the pupils. Observe previous directions.

DRAWING, LANGUAGE, MUSIC AND WRITING.—The same in both classes of this grade.

LANGUAGE.—Name *nouns* and *pronouns* in the reading lessons; correct false syntax. Pupils find statements, questions and *commands* in their text-books. Teach pupils to observe that statements and commands begin with a capital, and end with a period, and that a question begins with a capital, and ends with a question mark. Write statements, questions, and commands, and change them from one form to another; make several statements about the same thing, connecting them with the word *and*. Write lists of such words on the board, and require pupils to use them in statements, questions and commands, orally and in writing. Pupils should have a clear understanding of the meaning of the words used.

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## SIXTH YEAR.

### SECOND CLASS.

READING AND SPELLING.—Fourth Reader; Comprehensive Speller reviewed.

ARITHMETIC.—Common fractions; slate work and mental exercises.

HISTORY.—Oral Instruction. Observe previous directions.

GEOGRAPHY.—Guyot's Intermediate, to twenty-fourth page.

WRITING.—Book No. 3.

DRAWING.—Book No. —

LANGUAGE.—Name *nouns* and *pronouns*, giving person and number; write sentences containing parts of speech learned; correct false syntax; teach the difference between common and proper names; write lists of common and proper names, afterwards using the same names in sentences; write sentences containing different kinds of nouns and pronouns, also sentences containing

names of the days of the week, months of the year, and the seasons; write sentences from dictation; correct sentences written incorrectly on the board; special attention given to orthography, use of capitals and punctuation.

#### FIRST CLASS.

READING AND SPELLING.—Fourth Reader; miscellaneous exercises in spelling.

ARITHMETIC.—Decimal Fractions; slate work and mental exercises.

GEOGRAPHY.—Intermediate, to forty-eighth page.

WRITING.—Book No. 3.

DRAWING.—Book No. —

MUSIC.—The work of the previous year reviewed. Teach the subject of Triads, as found in the simple forms of the chord of I, the chord of V, and such other chords as the special teacher may direct.

Commence to read and sing in three parts, page 25, Third Reader; practice scale and sounds at call.

LANGUAGE.—Pupils to name the action-words in the reading lesson, afterwards writing sentences containing these action-words. Teach the proper method of writing abbreviations and contractions with the use of the period and apostrophe in such cases. Write a list of abbreviations and contractions on the board, and require pupils to use them in sentences. Dictate sentences containing abbreviations and contractions; similar exercises in teaching the use of quotation marks. Pupils to find abbreviations, contractions, and quotation marks in reading lessons. Correct false syntax. Teach the use of the article. Teach the meaning of the terms, sentence, statement, question and command.

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#### SEVENTH YEAR.

##### SECOND CLASS

READING AND SPELLING.—Fifth Reader; miscellaneous words in spelling, oral and written.

ARITHMETIC.—Written and mental; reduction and compound numbers.

WRITING.—Book No. 5.

DRAWING.—Book No.

GEOGRAPHY.—Intermediate, to eightieth page.



HISTORY.—Anderson's used as a reading book, to one hundred fourteenth page.

MUSIC.—Review the previous year's work. Practice the triads in the chords of the several degrees in common use and cadences of the same. Read and sing in three parts, in each of the nine different keys, as presented in the Third Reader; practice scale and sounds at call.

LANGUAGE. Name nouns, pronouns, verbs and adjectives in the reading lessons; write sentences containing the parts of speech learned; pupils now to be taught that the subject and predicate are essential parts of a sentence: write sentences containing simple subject and predicate; copy passages read by the teacher; copy passages from the reading lessons, using different words to express the same meaning. Pupils begin letter writing; give special attention to the different parts of the letter, including, first, superscription, that is, place, date and address; second, body, that is, sentences, lines and paragraphs; third, subscription, that is, regards and signature; fourth, proper manner of folding; fifth, address on envelope; sixth, place of stamp, etc.

#### FIRST CLASS.

READING AND SPELLING.—Fifth Reader; review of the comprehensive Speller.

ARITHMETIC.—Walton's Written, Articles, 252 to 260, with review of the work of previous grades.

GEOGRAPHY.—Intermediate completed.

HISTORY.—Anderson's used as a reading book completed.

LANGUAGE.—Pupils should now be taught the classes and properties of the different parts of speech learned, also the use of adverbs; change sentences from one form to another; write impromptu compositions upon familiar subjects; observe previous directions.

DRAWING, MUSIC AND WRITING.—As in the second class.

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### EIGHTH YEAR.

#### SECOND CLASS.

READING AND SPELLING.—Fifth Reader.

GEOGRAPHY.—Review of South America, Africa and Asia.

HISTORY.—To sixty-fourth page.

ARITHMETIC.—Written and mental; simple and compound interest.

LANGUAGE.—Swinton's Language Lessons to fiftieth page; frequent exercises in writing compositions, letter writing continued; avoid long and tedious formulas for parsing; all written exercises should be short.

MUSIC.—Review of the previous year's work. Practice all the principal part songs in the Third Reader. Practice scale and sounds at call.

DRAWING AND WRITING.

#### FIRST CLASS.

READING AND SPELLING.—Fifth Reader.

ARITHMETIC.—Intellectual, from the one hundred thirty-first page completed, and Present Worth, Discount and Profit and Loss in the written.

GEOGRAPHY.—Review of North and South America.

HISTORY.—To one hundred fourteenth page.

LANGUAGE.—Swinton's Language Lessons to the one hundred fourteenth page.

DRAWING, MUSIC AND WRITING.

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### NINTH YEAR.

#### SECOND CLASS.

READING AND SPELLING.—Sixth Reader.

HISTORY.—In connection with Civil Government, completed and reviewed.

ARITHMETIC.—Written completed.

LANGUAGE.—Swinton's Language Lessons completed; pupils will write different kinds of letters, such as business letters, familiar letters of introduction and friendship, notes of invitation, acceptances and regrets; abstracts of lessons in history, geography and other branches; selections of poetry in the Reader changed to prose. Attention given to writing promissory notes, bills of goods, etc. Observe directions for preceding grades.

MUSIC.—Practice in three parts; special attention paid to nice expression and articulation. Introduce the F. cleff and dictative exercises.

DRAWING, SINGING AND WRITING.

NOTE.—Declamations in each grade of the Grammar school.

Teachers in each grade should carefully observe the directions given for previous grades.

Ungraded and partially graded schools will follow the course as closely as practicable, having as few classes in the school as possible.

PROGRAMME OF STUDIES.

The programme includes nine classes, the work of each class covering a period of one year.

The number of hours per week allotted to each study or exercise is indicated by the figures annexed; the whole number of school hours per week being twenty in Primary schools and thirty in other grades.

FIRST YEAR.

| HOURS.                                      |   |   |       | HOURS.              |   |   |       |
|---|---|---|-------|---------------------|---|---|-------|
| Reading,                                    | - | - | 8     | Oral Instruction,   | - | - | 2     |
| Spelling,                                   | - | - | 1 1-2 | Music,              | - | - | 1 1-2 |
| Printing and Writing,                       |   | , | 1 1-2 | Physical Exercises, | - | - | 1     |
| Drawing,                                    | - | - | 1     |                     |   |   |       |
| Opening Exercises and Recesses, 3 1-2 hours |   |   |       |                     |   |   |       |

SECOND YEAR.

|  |   |   |       |                     |   |   |       |
|--|---|---|-------|---------------------|---|---|-------|
| Reading,                                     | - | - | 7     | Oral Instruction,   | - | - | 1     |
| Spelling,                                    | - | - | 2     | Music,              | - | - | 1 1-2 |
| Writing,                                     | - | - | 1 1-2 | Physical Exercises, | - | - | 1     |
| Arithmetic,                                  | - | - | 1 1-2 | Drawing,            | - | - | 1     |
| Opening Exercises and Recesses, 3 1-2 hours. |   |   |       |                     |   |   |       |

THIRD YEAR.

|  |   |   |       |                     |   |   |       |
|--|---|---|-------|---------------------|---|---|-------|
| Reading,                                 | - | - | 10    | Oral Instruction,   | - | - | 2 1-4 |
| Spelling,                                | - | - | 2 1-2 | Music,              | - | - | 1 1-2 |
| Writing,                                 | - | - | 2 1-2 | Physical Exercises, | - | - | 1 1-4 |
| Arithmetic,                              | - | - | 4     | Drawing,            | - | - | 1     |
| Opening Exercises and Recesses. 5 hours. |   |   |       |                     |   |   |       |

FOURTH YEAR.

|                   |   |   |       |                                 |   |   |       |
|-------------------|---|---|-------|---------------------------------|---|---|-------|
| Reading,          | - | - | 9     | Music,                          | - | - | 1 1-2 |
| Spelling,         | - | - | 2     | Physical Exercises,             | - | - | 1     |
| Writing,          | - | - | 2 1-2 | Drawing,                        | - | - | 1     |
| Arithmetic,       | - | - | 4     | Language,                       | - | - | 2     |
| Oral Instruction, | - | - | 2     | Opening Exercises and Recesses, | - | - | 5     |



## COURSE OF STUDY.

## FIFTH YEAR.

|                         | HOURS. |                                   | HOURS. |
|-------------------------|--------|-----------------------------------|--------|
| Reading, - - -          | 7 1-2  | Music, - - -                      | 1 1-2  |
| Spelling, - - -         | 2 1-2  | Physical Exercises, -             | 1      |
| Writing, - - -          | 2 1-2  | Drawing, - - -                    | 1      |
| Arithmetic, - - -       | 5      | Language, - - -                   | 2      |
| Oral Instruction, - - - | 2      | Opening Exercises and Recesses, 5 |        |

## SIXTH YEAR.

|                         |       |                                   |   |
|-------------------------|-------|-----------------------------------|---|
| Reading, - - -          | 6     | Physical Exercises, - - -         | 1 |
| Spelling, - - -         | 2 1-2 | Drawing, - - -                    | 1 |
| Writing, - - -          | 2 1-2 | Language, - - -                   | 3 |
| Arithmetic, - - -       | 4 1-2 | Geography, - - -                  | 1 |
| Oral Instruction, - - - | 1     | Declamations, - - -               | 1 |
| Music, - - -            | 1 1-2 | Opening Exercises and Recesses, 5 |   |

## SEVENTH YEAR.

|                       |       |                                   |   |
|-----------------------|-------|-----------------------------------|---|
| Reading, - - -        | 5     | Drawing, - - -                    | 1 |
| Spelling, - - -       | 1 1-2 | Language, - - -                   | 3 |
| Writing, - - -        | 2     | Geography, - - -                  | 4 |
| Arithmetic, - - -     | 4     | History, - - -                    | 1 |
| Music, - - -          | 1 1-2 | Declamations, - - -               | 1 |
| Physical Exercises, - | 1     | Opening Exercises and Recesses, 5 |   |

## EIGHTH YEAR.

|                      |   |                                    |       |
|----------------------|---|------------------------------------|-------|
| Reading, - - -       | 5 | Music, - - -                       | 1 1-2 |
| Spelling, - - -      | 1 | Physical Exercises, - - -          | 1     |
| Writing, - - -       | 1 | Drawing, - - -                     | 1     |
| Arithmetic, - - -    | 4 | Language, - - -                    | 4     |
| Miscellaneous, - - - | 2 | History, - - -                     | 3 1-2 |
|                      |   | Declamations, - - -                | 1     |
|                      |   | Opening Exercises and Recesses, 5. |       |

## NINTH YEAR.

|                       |       |                                      |   |
|-----------------------|-------|--------------------------------------|---|
| Reading, - - -        | 5     | Drawing, - - -                       | 1 |
| Spelling, - - -       | 1     | Language, - - -                      | 4 |
| Writing, - - -        | 1     | History, - - -                       | 3 |
| Arithmetic, - - -     | 4     | Miscellaneous, - - -                 | 1 |
| Music, - - -          | 1 1-2 | Physiology, - - -                    | 1 |
| Physical Exercises, - | 1     | Declamations and Compositions, 1 1-2 |   |
|                       |       | Opening Exercises and Recesses, 5.   |   |

Text books in Schools of this city, in grades below the High School :

|                    |                        |
|--------------------|------------------------|
| Reading—Monroe's.  | Spelling—Worcester's.  |
| Grammar—Swinton's. | History—Anderson's.    |
| Geography—Guyot's. | Arithmetic—Walton's.   |
| Drawing—Smith's.   | Penmanship—Spencerian. |
| Music—Mason's      | Readers and Charts.    |

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### *School Committee—1876.*

HON. HIRAM A. BLOOD, Mayor, *Ex. officio* Chairman.

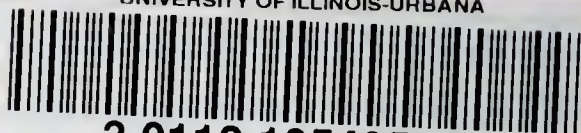
President of the Common Council, *Ex officio*.

|         |                       | Term Expires.   |
|---------|-----------------------|-----------------|
| Ward 1. | { James M. Woodbury,  | December, 1876. |
|         | { William A. Hardy,   | December, 1877. |
|         | { H. D. Jillson,      | December, 1878. |
| Ward 2. | { John Phillips,      | December, 1876. |
|         | { Benjamin F. Wallis, | December, 1877. |
|         | { Wm. Baldwin, Jr.,   | December, 1878. |
| Ward 3. | { David H. Merriam,   | December, 1876. |
|         | { Frank. Magwire,     | December, 1877. |
|         | { Henry M. Tyler,     | December, 1878. |
| Ward 4. | { Ebenezer Bailey,    | December, 1876. |
|         | { Thomas S. Blood,    | December, 1877. |
|         | { F. H. Thompson,     | December, 1878. |
| Ward 5. | { Samuel L. Graves,   | December, 1876. |
|         | { Harris C. Hartwell, | December, 1877. |
|         | { Fred. Fosdic,       | December, 1878. |
| Ward 6. | { John Gallagher,     | December, 1876. |
|         | { Natt Cowdin,        | December, 1877. |
|         | { P. J. Garrigan,     | December, 1878. |





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